AFRICAN TEACHERS' ASSOCIATIONS.

Natal African Teachers' Union, Mqawe Secondary School, P. O. Inanda, Natal.	General Secretary. Mr. G. Radebe
Transvaal United African Teachers' Association. Khaiso Secondary School, Pietersburg, Transvaal.	General Secretary. Mr. D. Mphahlele.
O. F. S. African Teachers' Association, Bloemfontein Bantu Secondary School, Bloemfontein.	General Secretary. Mr. D. Khati
Cape African Teachers' Union, Welsh High School, P. O. Duncan Village, East London, C. P.	General Secretary.....
Federal Council of African Teachers' Associations.	Federal Secretary Mr. H. H. Dlamlenze, 2330 Buku Street, Western Native Township, Johannesburg.

Research Title D/E/12/1

6 JUL 1960

Natal African Teachers' Union

FROM THE General Secretary, Ladysmith Secondary School,
P.O.Box 342,
LADYSMITH.

4th July, 1960.

The Research Officer,
Miss Muriel Horrell,
South African Institute of Race Relations,
P.O.Box 97,
JOHANNESBURG.

Dear Miss Horrell,

I am directed by the Central Executive Committee to thank you for the informative paper you read at our last conference at Newcastle.

We wish to thank you in the first instance for having accepted our invitation and secondly for having come.

We further hope that our union will continue to enjoy the goodwill of the Institute of Race Relations.

I am, Madam,
Yours sincerely,,

S.T. Radebe

GENERAL SECRETARY

Teacher Training.

File D/E/12/1

22nd September, 1960.

The Secretary,
Study Plan Committee,
Office of the Inspector of Education,
P.O. Box 205,
HEIDELBERG, TVL.

Dear Sir,

Enclosed are four copies of some notes on the training of teachers in race studies which I hope you will find helpful.

Yours sincerely,

Quintin Whyte,
Director.

/COPY OF ENGLISH TRANSLATION/

Office of the Inspector of Education,
P.O. Box 205,
HEIDELBERG. TVL.

25th August 1960.

Dear Sir,

The Transvaal Department of Education has appointed a committee to compile a study plan for Race Studies for the training of teachers at training colleges in the Transvaal.

I am approaching you on behalf of the committee and invite you to let us have your opinions on the question of how the young teacher should be equipped in order to carry out his task in senior school successfully. You must also bear in mind that the course of study is meant for both white and non-white training colleges.

Seeing that you have a thorough theoretical knowledge as well as practical experience of the subject we would also, among other things, like to have your opinion on the approach to and the extent of Race Studies; for example, must it be only a theoretical knowledge of the people and races or must it also be viewed in the broad context, for example, the rôle of South Africa in the whole Africa concept.

We would appreciate it highly if you would let us have your opinions before 24th September and if at all possible could you send it in quadruplicate.

Thank you in anticipation for your co-operation.

Yours faithfully,

Secretary of the Study Plan Committee.

M.O. Ask Mrs Howells to translate this for me.

26 AUG 1960

Kantoor van die Inspekteur van Onderwys,
Posbus 205,
HEIDELBERG, Tvl.
23 Augustus 1960.

Mr. Quentin White,
S.A. Institute for Race Relations
Johannesburg

Waarde Heer,

Die Transvaalse Onderwysdepartement het 'n komitee benoem om 'n leergang vir Volkekundige Studies vir die opleiding van onderwysers(esse) aan die onderwyskolleges in Transvaal, saam te stel.

Hiermee nader ek u namens die komitee en nooi ek u uit om vir ons u sienswyses mee te deel ten opsigte van die vraagstuk hoe die jong onderwyser toegerus moet word om sy taak met sukses aan die hoërskool uit te voer. U moet ook in gedagte hou dat die leergang bedoel is vir blanke sowel as nie-blanke opleidingskolleges.

Aangesien u 'n deeglike teoretiese kennis sowel as praktiese ervaring van die onderwerp het sou ons onder andere ook graag u mening wil hê ten opsigte van benadering en omvang van Volkekundige Studies; bv. moet dit slegs 'n teoretiese kennis van die volkere en rasse wees of moet dit ook in die breëre verband bv. die rol van Suid-Afrika in die hele Afrika opset, gesien word. race.

Ons sal dit besonder baie waardeer indien u vir ons u menings voor 24 September kan laat kry, en indien enigsins moontlik dit in 4 fout kan instuur.

By voorbaat dank ek u vir u medewerking.

Die uwe,

B. [illegible]

SEKRETARIS Leergangkomitee.

Vervoud

Library - translations
Rose

Ballinger?
T.C. - Rose.

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Mosaka

1 St. VI — one period.
2 Concept of race.
3 language groups
4. S. Bantu
5 J.C. — modern.

Traditional

Now?

1 Teacher teacher
2 Text book
3 Syllabus.

(1) Range to be taught
(2) Expedition
(3) Find out — exercise.
(4) Face the present ✓
(5) Fact pamphlets on present ✓ cumulative service.
(6) Pamphlets for juveniles ✓
(7) What African thinks white people ought to know
(8) Films.
(9) Informs all teaching
(10) Depends on teacher
(11) Existing teachers —
(12) Teachers shd. be prepared to discuss policies.
Courses contents
(13) Don't refer traditional policy.
(14) Teachers must know both sides
(15) Don't reinforce stereotypes
(16) Danger of policy bias
(17) Appreciation — ?
(18) Contact — dispatches.
(19) JCM.

How much time. 3 years for a year.

post graduate

+ post matrix 3 yrs. — J.C.

can specialise partly 2 years.

Politically biased.

Other areas. not S.A.

(20)

Gd Syllabuses

Committee:
Hartshorne
Hedelberg T.C.
Pretoria school bus
Imperator van Tonder

Staff of Hong Kong colleges themselves

Bibliography.

1 Life dynamic – adaptation – quick change
2 mutual understanding
3 Race groups take quarter unit in each other
4 Pupil. – take note of people in the environment
5 Subject. – objectivity. –

6. Scenes, relaxation rate, photos film, photographs.
school museum – class albums, visits, talk by
Europeans. Chapter.
7 Conferences, course.

not a matter of sociological enjoying.

1. Should be able to answer basic questions of children about Non-whites.

2. Bushmen not so essential even if pulverizes

3. Nor Hottentots nor Cape Malays.

4 more than half of the book on Bushmen Hottentots,

5 Bantu on cities

6 Bantu on Farms

7. ~~Sh~~ not too much re customs

8 Overemphasis on Anthropology

9 ~~Over half~~ what other books are there by Fuller

For Teachers

Origin

customs : language.

distribution

occupations & education

situation of Africa

colonial history

link with European expansion,

industrial

farming

commercial.

Plantiarity

don't stress to much the past

its safer of course but not so relevant & swings using ideas.

ignorance

Indian Joint family syst

DRAFT MEMORANDUM ON RACE STUDIES AND TEACHER TRAINING

1. Introduction

   a. appreciation of ~~introduction~~ invitation;

   b. appreciation of the difficulty of the subject;

   c. expression of the importance of the work particularly with children;

   d. draw attention to the rapidity of change in world, African, South Africa;

   e. draw attention to importance attached to colour now and in future;

   f. attention to the importance of objectivity and how policies have changed in the past and will change in the future;

   g. necessity for preparing the child to meet a changing world in South Africa too.

2. Importance of

   a. the syllabus

   b. the Text book

   c. the Teacher

3. I.R.R. not asked to deal with syllabus nor with text books but -

   a. how best to equip the young teacher to deal with the subject in senior school;

   b. the Institute's opinion as to the approach to Race Studies;

   c. the extent of Race Studies as a course;

   d. in what context should it be viewed.

Nevertheless, both syllabus and text book are relevant to the main question asked, for the teacher must be equipped to deal with a syllabus, ~~hand down, and know how to learn from text books included~~ and how best to use the text books used by children for ~~teachers and text books for children.~~

4. General Comments

   a. In its experience, the Institute has found that there is a tremendous ignorance amongst highly educated white people about the lives, ~~and~~ habits, and social history of other racial groups. ~~And~~ Many white people have a fixed stereotype ~~opinion~~ vision of members of other racial groups e.g. all Indians are rich, posess big cards: Coloured people have all the vices and none of the virtues of whites. That this picture is demonstrably untrue does not alter the stereotyped thinking about members of other groups.

   b. There are many factors which conduce to such ignorance e.g. an unwillingness to accept the realities of the position, the historical master-servant relationship, the social and economic distance between white and black, the various historical or legislative barriers preventing closer contact ~~etc~~ + greater knowledge.

   c. Theory + Description.
   While a theoretical knowledge of the historical, social systems of various racial groups may be gained from works in anthropology & history only /....

only those specially trained and interested in this field of knowledge can really acquire experience and merge themselves into at least some of the reality of ~~this~~ these other sources. Study of such books is invaluable for gaining insight into patterns of behaviour but is not sufficient in itself. ~~Similarly~~, it is also essential for teachers and children to have an historical account and background to the racial groups in South Africa. While history helps to put the present situation in some perspective, this knowledge is not sufficient in itself for a proper appreciation of race relations today.

Although realising the difficulties ~~in suggesting~~ that great emphasis should be ~~put~~ placed on the contemporary scene, the Institute considers that for the present and for the succeeding generation of teachers and children in this rapidly moving and changing world this is of vital importance. Too much emphasis on the anthropological ~~and~~ or on the historical approach ~~will~~ may tend to a rigidity of attitude, and a strengthening of stereotypes. ~~The Institute considers that~~ Events have shown clearly that future citizens of the world must be quickly adaptable to a quick moving and changing world. One needs only point to the fantastic speed of scientific discovery and achievement, ~~and~~ to the rapidity with which new nations, not least in Africa, have emerged and to the demands made on people to adjust ~~by the speed of communication~~ and ~~the use of mass media~~. While the majority of people ~~tacitly~~ accept much of the new world, there will nevertheless be a big demand on them to make positive adjustments in human relations generally. It would appear to be essential that teachers be made aware of this immediate necessity and of the conditions which make such awareness and flexibility essential for modern living ~~in a rapidly world~~.

The Institute would suggest that basic to a right approach ~~to~~ to race studies is a recognition of the humanity of members of all races. An African mother may be illiterate, but she has pride in her children, and is anxious about their welfare and future. Though illiterate, an African father is a man of experience and has to make adult judgments in light of that experience. There are ~~basic~~ common loyalties, and loves; there is laughter and joy; there are courtesies, ambitions, fears; there is pride in possessions and desire for status.

The Institute has noticed in the "Suggested Syllabus for Race Studies in the Secondary School" the final section viz.

> "vi. The Traditional standpoint with respect to the control and administration of Non-Europeans historical.
>
> guardianship: the duty and the calling of the European."

While /....

While the Institute agrees that an historical account of the meeting ~~(of)~~ of races is desirable, it would stress the variety of policies which have been tried out in our country for the adjustment between races, ~~and that~~ It is difficult to interpret the word "traditional". In the context of the present the use of the word "control" is ill-advised

THE TEACHER

The key to a proper approach to race studies is the teacher. Syllabuses may be good or bad, but it is the teacher which gives context to that syllabus. A text book may be objectively unexceptionable, but it is the teacher who creates the emphases. It is the teacher's approach to his profession, to ~~bring~~ living, and to other racial groups which is basic when dealing with human relations. In learning to deal with the highly complex situation which is South Africa today, the teacher should be aware of, and be asked to consider, all points of view and with the aid of historical perspective and knowledge, be induced to tentative and not dogmatic approaches particularly when dealing with contemporary conditions. He should also be made aware of other multi-racial or religious societies where reasonable accommodations between groups have been found, and not be circumscribed in his own consideration of the subject by the immediate context of South Africa or even Africa.

Permeation

The Institute would suggest that, in the particular circumstances of South Africa, a real appreciation and understanding of the circumstances of various racial groups and their relations will be of value not only for the particular course prescribed but for many other subjects.

Personal Content

The Institute would also suggest that to ensure a more real understanding of the Non-White than can be derived from books, it is essential for prospective teachers to meet Non-Whites, to listen to Non-Whites. This does not involve social intermingling and can be arranged in a variety of ways. In this connection, the Institute would stress the desirability of meeting the urbanised Non-White.

Much will depend on the approach and attitude of the staff of the Training College as well as on their technical educational "know how".

Particular /.....

Particular Suggestions for Teachers in Training

Presumably there will be different courses or different emphases for these teachers in training

a. who do the post-matriculation three-year period of training;
b. who are post-graduate teacher trainees and may have, for example, Anthropology I or Sociology I;
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The Institute has not the knowledge and experience to make particular suggestions for each type.

Contact

The Institute considers that trainees should be brought into contact with Non-Whites. It suggests the following ways -

a. by observation of teaching method and practice in African, Indian, or Coloured schools;
b. by seminars or group discussions with Non-White teachers on specific problems that the latter may face e.g. the teaching of English or Afrikaans or Science;
c. by a week-end conference, to which Non-White trainees are invited and selected White and Non-White teachers, on some subject of technical importance to the profession;
d. by arranging meetings at which, for example, the African, or Coloured or Indian can say what he thinks the White man and woman should know of African, Indian or Coloured;
e. by asking each trainee to undertake a limited investigation "project" on some aspect affecting Non-White life e.g.,
f. by tours (e.g. conducted by the municipality) of Non-White residential areas;
g. by organizing a conference of African children selected from African matriculation classes on some carefully selected subject;
h. by themselves discussing what practical projects could be undertaken by the J.C. class they will eventually teach which would give such J.C. class an insight into Non-White living.

Information

Much of the background reading list suggested for the syllabus up to J.C. is fairly heavy and directed to the past, the anthropological and the historical. The Institute suggests the need for more contemporary material and has noted with appreciation that the list includes publications by SABRA, and the Institute, by the Natal Regional Survey, and the summarised

reports of the Fagan and Tomlinson Commission and other works. The department might consider the production of a series of short fact pamphlets dealing as objectively as possible with the factual situation and to be used by teachers in training. Similarly, and parallel but suitably modified, a series of such fact pamphlets could be produced for the juveniles who will be taught

It would also be useful for training colleges to ask authorities to speak to teachers in training e.g. a manager of a Non-European Affairs Department, a psychologist like Dr. S. Biesheuvel, a mine manager, an industrialist, a sociologist, someone with knowledge of Asian life, of Coloured living, a social welfare worker etc. etc. These talks could fit in with specific subjects mentioned in the syllabus.

Policies and Fear of Politics

Because of the political situation in South Africa, teachers, whether training college staff or school teachers, are understandably afraid of outlining or discussing policies. Yet it should be possible for policies to be described and presented objectively and not tendentiously. Teachers in training should be made aware of the variety of approaches to our race problems. This can be done through fact pamphlets or through representative speakers.

Films

Where possible films should be used. We understand that the Union Education Department has a good library of films on Africa and that films can be obtained commercially. We do not know how many films are available on South African life but the possibility should be explored. The State Information Department has a few good colour films.

In conclusion and in summary, the Institute reiterates that race studies must not be approached as if the conditions of a living society in South Africa ~~is~~ are static. The South African situation demands a dynamic approach on the part of teachers without, however, permitting, for teachers, a political or tendentious attitude. It has therefore suggested that the subject should be predominantly a living subject, and suggestions made on how best to equip the young teacher to achieve this real live end. This largely is the Institute's approach to race studies.

While race relations and inter-racial understanding is of urgent importance in and to South Africa, it is desirable to give young teachers a wider perspective, not with a view to any specific rôle that South Africa - which is multi-racial - can play in Africa, but rather with a view to rational and human accommodation within South Africa and by South Africa tothe "colour" dominated world outside.

Over the past few years the Institute has observed that in all sections of the community there has been a drive in the adult population and in various major interests towards a greater mutual understanding betwen groups. It would draw attention to the positive steps being taken by the Dutch Reformed Churches, by SABRA, by politicians of all parties, by organized commerce and industry, by mining and finance. In October, the Transvaal ~~(?)~~ Agricultural Union will have a conference at which farmer - ~~African~~ labour relations will be discussed. Race relations and racial understanding is South Africa's fundamental problem. Teachers must prepare the minds of future generations if reasonable accommodation or solutions are to be found.

It is the Institute's firm belief that the teaching profession and its professional integrity has a major rôle to play in South Africa. It also sincerely believes that, a frank, open, and cooperative - and not a "do-gooding", "guinea pigging", condescending - approach will win a willing and understanding reaction from Non-Whites.

16 Wills Avenue.
Parkwood,
27/9/60.

14 OCT 1960

Dear Mr. Whyte,

Thank you for the copy of the memorandum. It will be most useful to know how & what you had put up. & it is most tactfully expressed.

There are some very useful suggestions for which I am grateful, & may come & ask the Institute to help me with practical ways & means & connections with some of them if you will let me.

Yours sincerely,

Helene Hartshorne.

/COPY OF ENGLISH TRANSLATION/

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   Nevertheless, both syllabus and text book are relevant to the main question asked, for the teacher must be equipped to deal with a syllabus, hand down, and know how to learn from text books included for teachers and text books for children.

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Collection Number: AD1715

SOUTH AFRICAN INSTITUTE OF RACE RELATIONS (SAIRR), 1892-1974

PUBLISHER:

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